

McGill reporter

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C.A.U.T. dismissal procedures

The following are the dismissal procedures set out in the Policy Statement on Academic Appointments and Tenure of the Canadian Association of University Teachers (C.A.U.T.). These procedures were suggested by the Principal and the Dean of Arts and Science to arbitrate possible action against Political Science lecturer Stanley Gray, although they have never been formally adopted by the M.A.U.T. or the University.

C. Dismissal Procedures

C-1. The appointment of a faculty member having tenure should be terminated only upon proof of adequate cause before an arbitration committee which is constituted in accordance with the following principles. The appointment of a faculty member on probation or with an otherwise limited term should be terminated at any time other than that specified only in accordance with the same arbitration procedure.

C-2. If "adequate cause" is to be defined, it might be said to mean, or to include, gross misconduct or persistent neglect of a professor's duty to his students or his discipline. A definition here would only substitute one set of general words for another. The real meaning of either "adequate cause" or any substituted phrases can only be reached in the context of a particular case, and the important thing is to ensure that a procedure is followed that will permit dispassionate consideration of "cause" established by the evidence. For example, it must be recognized that academic neglect may be difficult to establish in many cases, and an arbitration committee considering such a criterion would have to consist of professors in the discipline in question from another university.

C-3. Physical or emotional inability to carry out reasonable duties ought to be treated separately from dismissal cases. A person so afflicted should probably be allowed to leave in some form.

C-4. When the President of the university and the Dean of the faculty concerned are satisfied that there is adequate cause to justify their recommending that a faculty member should be dismissed, the President and Dean should forthwith notify the member that they intend so to recommend, and they should invite the member to meet with them in the presence of his department Head, if there is one, and a disinterested professor having tenure who is acceptable to the Dean and the member. In this and all further proceedings, the member should be permitted to bring and be assisted by an adviser of his choice.

C-5. If the attempt to settle the matter fails, the President should inform the member in writing of the charges against him in sufficient detail to enable him to prepare his defense.

C-6. The President and the Dean should meet with the member and they should jointly name an arbitration committee of three professors from outside the university, who should be authorized to consider whether adequate cause exists. If they decide that there is no adequate cause, they should award reinstatement of the faculty member. If they decide that there is cause, they should award dismissal or such other remedy as they see fit, and they may include in their award that, notwithstanding the dismissal, the faculty member's salary and the university's contribution to his pension be continued for a period not exceeding one year from the date of dismissal.

C-7. At the time the procedures are adopted, a person of unquestioned integrity and independence from outside the university should be appointed jointly by the university and the faculty association to name the arbitration committee, if the President, Dean, and faculty member are unable to agree on one. Care should be taken to see that this post is always filled, so that it will not be necessary to fill it in a time of crisis. Should the post be vacant when the President has charged a faculty member in writing, it should be filled by the joint selection of the university and the faculty association.

C-8. When he has met with the member, the President may, in his discretion, relieve the member of his university duties until the arbitration committee has made its decision. Salary and other benefits to the member should continue throughout the period of suspension.

C-9 (a) The arbitration committee should notify all persons concerned of the time and place at which they intend to hear the parties.

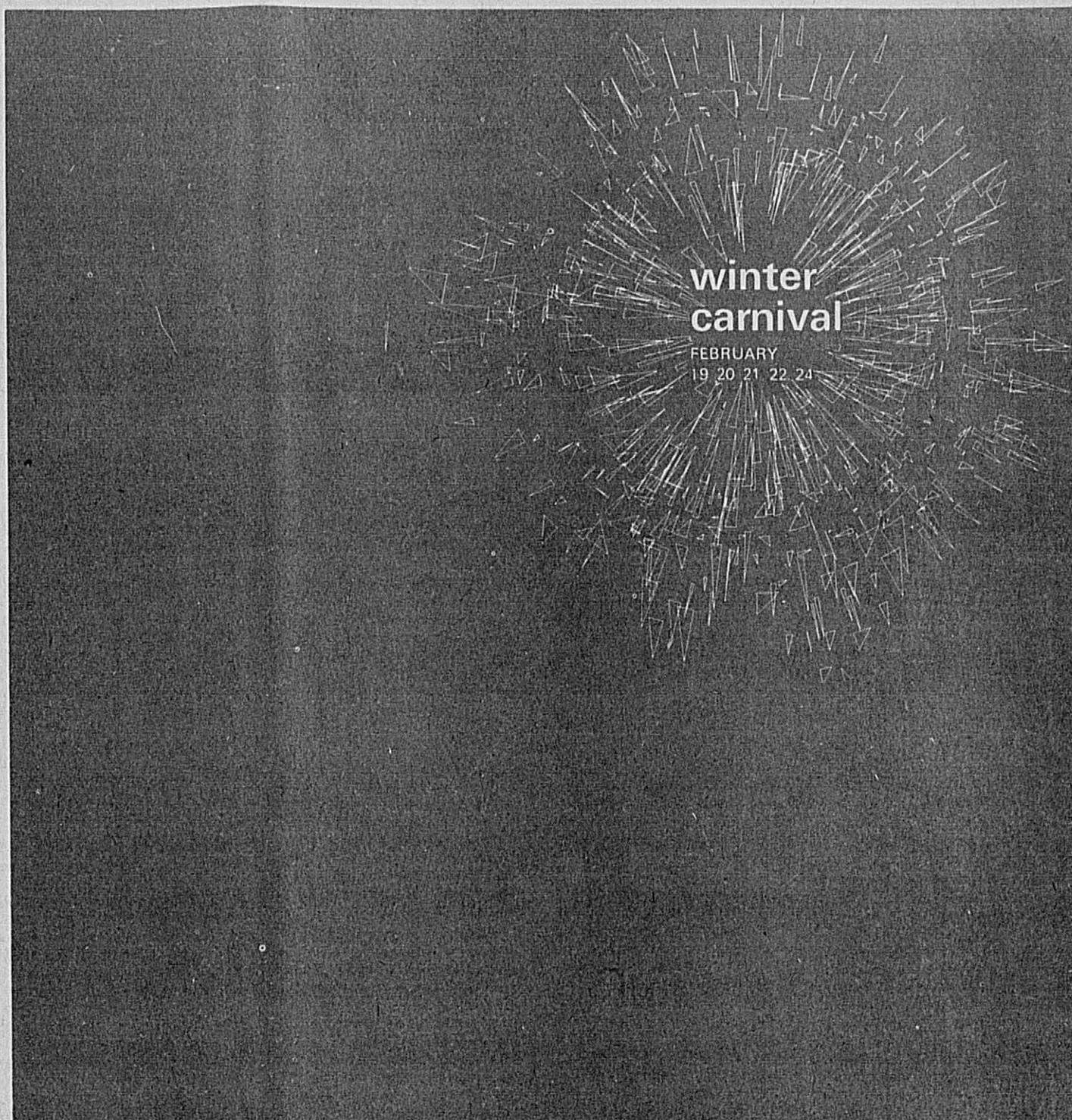
(b) Both parties should have the right to appear in person, with or without counsel or other advisers, and to examine and cross-examine witnesses. A complete transcript of the committee's proceedings should be kept, at the university's expense, and a copy provided to each of the parties concerned. The arbitration committee should record in writing its findings of fact and its opinion of the adequacy of cause.

(c) If the arbitration committee is of the opinion that adequate cause has not been proved, the parties and all persons present at the hearing should treat everything that was discussed or disclosed at the hearing with the utmost confidence. The findings and opinion of the committee should be final and binding on the member and the university, subject to any provisions of applicable provincial legislation.

Briefs to special meeting of Senate on February 26

Persons wishing to submit briefs on the subject of the role of Senate and its areas of competence are urged to communicate texts to the Secretary of Senate as soon as possible so that adequate time may be given for circulation to Senators prior to the meeting.

Although briefs from persons who are not members of Senate are welcomed, only members of Senate and the Tripartite Commission will be permitted to address the special meeting on the 26th and take part in the discussion.



winter
carnival
FEBRUARY
19 20 21 22 24

19	20	21	22	24
WEDNESDAY— 19:15 p.m. Winter Carnival by Eaton's 1:15 p.m.	THURSDAY— 7:00 p.m. U. of M. Racing Winter Stadium 7:00 p.m. Dance Union Ballroom 3490 McTavish 10:30 p.m.	FRIDAY— 8:30 a.m. U. of M. Racing Winter Stadium 8:30 a.m. Coronation Ball Union Ballroom Lights by Luci Music by the Paupers, Energy and Cannabale 8:30 p.m.	SATURDAY— 8:15 p.m. U. of M. Racing Winter Stadium 8:15 p.m. Home Carlo Night featuring Harrison Tabb The Body of Soul and Kerry Hamilton and the Soulmates 8:00 p.m.	MONDAY— 8:15 p.m. U. of M. Racing Winter Stadium 8:15 p.m.

"SPLATTER PATTERN" by Ballistic Research Laboratories, Aberdeen, Maryland

PROGRAMMED FOR FUN WITH CLASS

The following has been taken from the programme for Winter Carnival '69. Winter Carnival has been traditionally an event for fratmen and engineers only. The only benefit and enjoyment for the rest of the student body was the cancellation of Friday and Saturday lectures. The hassle, of course, has been that every winter carnival has been the same old thing: ice sculptures of varying taste, humour and originality, a drunk and an orgy up North, a concert with artists of debatable talent, and an ice palace

of even more questionable aesthetic value before an Eastern Chinook has played havoc with its symmetry.

The rationale behind Winter Carnivals is obscure. Those favoring them say we have them because we've always had one, that, because of the traditional losing ways of the Redmen football and hockey teams, winter carnivals provide McGill with its only chance of showing school spirit, and because the carnivals provide the last chance for a big bash before the pressure of exams and essays.

These arguments are at best weak and have always been answered by a resounding display of apathy by the bulk of McGill students.

Ordinarily in the face of such devastating precedents, one could more or less assume that this year's winter carnival would be the same old thing; but it's not—this one has class.

The old events will be here to be sure but with a new and enlightened touch.

Perhaps it won't cause a sudden resurgence of school spirit, but then it

doesn't really matter. This year's winter carnival will have something for everyone

The carnival dance has usually been a rather drab affair with the "music" of, in the immortal words of a McGill journalist, one of "Donald K. Donald's local greasers". This year's dance will be a refreshing change. It will feature the Paupers, one of the few Canadian groups to have made it in the States and who have any talent. In fact, they have a best-selling LP on the charts

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IN DEFENSE OF THE PLURALIST UNIVERSITY

by C. P. Leblond

I arrived at McGill in 1941. At that time a prominent colleague of another University warned me as follows: "Being French-speaking, you will always be considered as a second class citizen. You will not succeed at McGill". Nothing could have been farther from the truth, for here I am, 26½ years later, chairman of an important department. In fact, I have never regretted coming to McGill. And the only thing that makes me unhappy here is the present student unrest.

In this article, I will first make my views clear as to what a university is. Then, I will examine the problem of student unrest, by presenting several points of view of students and several of the staff. At the end, I will make a few suggestions as to how to face future problems.

1) Nature of the university

Someone born at the turn of the century has seen in the course of his life an

amazing progress in medicine, food supply, industry and even leisure; in fact, one may well say that there has been more progress in these fields since the turn of the century than since man first appeared on earth. Less progress has been made in the humanities, but even there it is substantial. Thus, psychology has become a precise experimental discipline. And some of the social sciences make effective use of objective methods and mathematical analyses. While the tasks ahead are still immense, progress is obvious.

The public at large is not clearly aware that most of the progress which is taking place is due to work done in universities. Essentially, universities do basic research, that is, research on fundamental problems, the solutions of which do not bring immediate results. For instance, such discoveries as artificial radioactivity, vitamins and hormones were done in university laboratories. Basic research in fact serves as the source of ideas for those people who apply research in business, industry and hospitals. In fact those people owe another debt to the

university, for this is where they have been trained. Hence, most of the discoveries which led to modern progress may be traced to universities.

The productivity of the universities over the past hundred years may be attributed to the traditional association of research and teaching. Furthermore, with a remarkable insight into human nature on the part of University heads, the scholars attached to universities were usually allowed to do what and how they wanted. Their salary was sufficient so that they were able to manage the feeding, housing and education of their families. Furthermore, they were usually left free from pressure by governments, business interests and religious groups. Thus freed, they could seek truth without worrying about the impact of their findings on accepted views. Of course this pleasant state of affairs has not always been so. Socrates was one of the first ones to pay with his life for telling unpleasant truths. And in recent years, Hitler in Germany and Stalin in Russia suppressed academic freedom and sent

those who fought for it to concentration camps and even before firing squads. These examples should remind us that we must constantly fight

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'Let us, therefore, reexamine what a university is or, rather, should be: it is a community of scholars whose goals are to search for new knowledge and to disseminate this knowledge, that is, to conduct research and to teach. Research comprises all those activities by which a restricted field is investigated in depth; that is, becoming acquainted with existing data, sampling observations, changing conditions by experimentation, exchanging ideas with other specialists and using any method which leads to new facts and new forms of thought in this field. While we may have other duties, we must always remember that our two main responsibilities are to do research and to teach as well as possible, within the areas of our own specializations. (Leblond, C.P., Student Unrest and Educational Procedures, Number 14 (March, 1968) of the Bulletin of Educational Procedures)

winter carnival (continued from page 1)

called "Ellis Island". You'll dig the base player.

The dance won't have the standard balloons and crepe-paper decorations: there will be a giant psychedelic light show by Luci, including 3-D projections. You'll be able to play the new game of "Spot the Narc". The dance will climax a traditional event which no one can or should dislike—the Crowning of the Carnival Queen. The Queen and her Princesses won't be wearing dull evening dresses but modern psychedelic outfits designed to delight all. You'll see more of these and other fashions at the Fashion Show on Wednesday the 19th.

If you can't win Mayor Jean's Lotterax you can try your luck or lack of same at Monte Carlo Night on Saturday. This year you can win two, count 'em, two motorcycles along with a lot of other groovy prizes. To ease your losses you can sublimate with Kenny Hamilton and the Soul-mates and Harrison Tabband the Body of Soul upstairs.

Best of all, the drinks will be cheaper. Beer will still be three for a dollar in spite of price increases, and the hard liquor will go at 50 cents a shot.

Anglophones and francophones

will be able to cheer their respective sides in the annual McGill vs U of M hockey match at the Winter Stadium on Thursday the 20th. There will also be other sports events such as broom-ball and a figure skating show. Rumour has it that the Library Guards have been seen practising for the events.

The climax to carnival week will be on Monday night when there will be a gala concert. After a great deal of bitter negotiation McGill has been declared "culturally acceptable" so it will take place at Place Des Arts. In previous years these concerts have always featured artists whose sole claim to fame has been that they have usually chosen that night to begin their descent into artistic oblivion. This year however we will finally be able to get somebody better than Sir George—the Fifth Dimension. They are undoubtedly one of the best vocal groups around, having such hits as Up and Away and Stoned Soul Picnic. They have decided to prepare for this performance by appearing on the Ed Sullivan Show the preceding night. What's more—all those seeing the concert will be eligible to win an all-expense paid twelve-day trip to Moscow, Kiev and Leningrad courtesy of

Aeroflot and Intourist. Incidentally, to avoid the goo and embarrassment of other carnival concerts, we have CJAD's Dave Patrick to keep things running smoothly.

There will also be other winter carnival events created by the fertile mind of the carnival committee. The First Annual Sit-In at the Principal's Office has been ruled out however. Talking of trips, we have one up north at Belle Neige this year—away at last from Mont Habitant. Tickets for the buses will be \$2.00 and for the ski-tow \$1.75. A bar and dancing space will be provided for 300 people.

Winter Carnival is no longer cancelled lectures and frat men, it's fun.

I've got the mid-winter blues — or let's do away with winter and winter carnivals.

by HENRY B. HENRY

As one who utterly despises this frigid climate, I have never been quite sure why we Canadians go to such trouble

every year, usually around February, to stage those grotesque celebrations we call "winter carnivals". I would like to know why we do it.

I have read poets who have put these phenomena down as reverent homage to a beautiful white snow goddess of the Canadian north. Others claim them to be typically Canadian bitter-sweet gestures of defiance against a totally unreasonable climate.

More likely, they are little more than elaborately staged excuses for getting drunk and pursuing other well known indoor sports.

Most Canadians I know, when they are honest about it, really hate winter. Otherwise, why do we crowd as close to the 49th parallel as we can get? Why do so many of us spend so much money on escaping to the beaches of Florida, the West Indian islands, Mexico and other sunny haunts every winter? Why do so many of us head south for retirement? The fact is that the majority of us get through each winter by ignoring it as much as possible, as much as our resources permit.

Sure, there will be many who will voice vigorous protest at my diatribe against November–April, and will

say, "what about the thousands of skiers who trek to the hills every weekend?"

Well, I have on the odd occasion visited those watering spots, and what did I find. Slopes crowded with children who are too young to know better and bars filled to overflowing with adults who do.

A ski instructor at a Laurentian lodge set the ski scene quite well with his observation that "if one of those broads comes up here and all she does is ski, it's a lost weekend."

Another friend who teaches at Loyola claims that while some 400 students boarded buses for their winter carnival overnight ski excursion to the Laurentians, only 17 pairs of skis were counted. So don't give this guy all that jazz about that wonderful winter activity called skiing. Despite Nancy Greene, from what I have seen it is just one hell of an expensive rationalization for keeping close to the fire, and perpetrated upon a gullible mass by equipment manufacturers and the tourist industry.

I admitted at the outset that I hated winter and obviously I am not a skier, but what do I have against winter carnivals? After all, they are supposed to be good excuses for getting drunk.

The answer is that I feel such occasions should be more informal. During my pre-winter carnival days at university many of us thoroughly enjoyed our spontaneous benders. There is something unhealthy about stocking up on booze, at winter carnival time for the express purpose of getting smashed. There are right times for this and there are wrong times. I'm against organized smashes.

When during my final year at university a group of students, who incidentally, were from Montreal, started promoting the idea of a winter carnival so that we too would be with it, I fought like hell against the whole idea. The picture they painted of snow castles, \$3,500 per night folk-singing groups, and highly motivated fun-fun really turned me off.

To make a long story short I lost my battle and we had our first winter carnival during my last year there. Fortunately, the fickle Nova Scotian winter provided me with some measure of consolation when it became necessary to truck in snow and ice from a hundred miles away so that they could build their snow sculptures.

pluralist university (continued from page 1)

for the ideal of what has been called the Pluralist University.

2) Several points of view of students

To-day, one of the main features of student protest is to question the concept of the freedom of individual scholars to pursue truth in the Pluralist University.² These protestors tell us that the university must no longer let scholars do what they want, but direct their work toward immediate social aims. As one student, who is an extreme activist, told me: "You should stop working on normal cells and devote yourself to cancerous cells." This is a narrow-minded view, for basic research on normal cells has taught us most of what we know about cancer cells. An example of basic research was my finding in 1948 that the lining of stomach and intestine is composed of cells which are completely replaced

every few days. This finding at first did not seem to have practical significance. However, a few years ago, American scientists worked out a method to introduce a tube through the stomach and into the intestine by which tiny pieces of the lining could be snipped off. The cell replacement could then be directly examined. It has now been found that a feature of some diseases is an interference with this cell replacement. The most impressive example of the usefulness of basic research is the discovery of X-rays by a physicist, Roentgen, which provided one of the most important tools for the practice of medicine. Briefly, basic research provides the orientation and impetus for applied research and practical discoveries.

In general, university students may be divided into four groups (which are not self-exclusive):

1. The *neutral ones*. Much of my work has to do with medical students. Some of them want to learn mainly what will be immediately useful in order to become practitioners, as is also true of many students in Engineering or Law, and in fact in all branches. This attitude is not devoid of idealism, since many of them, in medicine for instance, aim at relieving pain and misery rather than at the financial advantages of the medical profession.

However, I am one of those who believe that, ideally, all our students should be exposed to research and that their creativity should be given a chance to come out and to be stimulated. By fostering and guiding creativity, we can best train students, even for practical careers in medicine or law.

Nevertheless, the fact must be recognized that a number of students, including very good ones, are mainly oriented toward obtaining a college degree or a medical or law or other degree. They are not scholars and not particularly interested in the ideals of

a Pluralist University. On the other hand, they want to study. They are not those who protest. They have little sympathy for the activists and deplore their excesses.

2. The *scholarly students and particularly the graduate students*. Fortunately for us, a number of students are scholarly inclined. The student who arrives at the university with this quality sees it develop and grow. As his knowledge improves and his outlook matures, he becomes more and more of a scholar. Often such a man becomes a graduate student. In my opinion, graduate students are the most important university students; and they may be considered as full-fledged members of the academic community. Furthermore, as they work daily with staff members, they come to share their ideals of research and teaching. Incidentally, they feel that they understand the points of view of the staff as well as those of other students. It is in talking to graduate students that I have learned much of what I know about the current problems of youth, their distrust of authority, their concern about the haziness of ethical guidance, and their frustration at the paucity of ideals in today's world. Nevertheless, one of the greatest satisfactions of a scholar is to share with graduate students the exhilarating process of discovery.

3. The *moderate activists*. These are fairly numerous at McGill, perhaps 10 or even 20% of the students. They are not revolutionaries, but they are keen in finding out the weaknesses in the university structure and they have no hesitation in suggesting reforms. For instance, they object (and rightly so) to any cancellation of lectures. On the other hand, they object to having too many lectures; they want more tutorials and seminars; they want student participation on committees, analyses of courses by students, etc. . . . They make many demands, some reasonable, some preposterous; but they are usually prepared to listen to a rebuttal and accept reasonable criticism.

As a matter of fact, most of their requests are made in a spirit of cooperation in the hope of improving the university. Indeed, these students along with the scholarly ones are the hope of the university for the future.

However, it must be clear that there are all intermediates between moderate and extreme activists.

4. The *extreme activists*, who may be called the *extremists*. These are few, 1% perhaps; that is, at McGill, 200 at most. The typical extremist has two main characteristics. First, he wants student power. Let me describe one of the advocates of student power. He walks up to me and says flatly that students have to have control of the university, since they are vitally interested in it; they should hire and fire staff, establish the curriculum and even decide what research is to be done; admission should be free for whoever wishes to come whatever his marks in high school; exams and grades should be done away with. The second characteristic of the extremist is a hard political line, that is, he belongs to the New Left, which wants a communistic state preserving democracy and freedom, a seemingly impossible combination. Indeed in practice, the extremists show little patience with slow democratic methods and prefer direct ways of obtaining what they want. Thus at McGill, even though they often speak of democracy, they have no hesitation in breaking up meetings; and one may say that they show little respect for true democracy. Their reasoning is that, since their aim is good (or so they say), any means may be used to achieve it. In fact, they are inclined to disregard laws. Here are some of the signs which, I

was told, were seen at the Sorbonne during the student strike in May 1968: "Il est défendu de défendre" (It is forbidden to forbid). "You may smoke everywhere, even pot." Other signs described the physiological functions which could be performed everywhere.

The philosophy of the extremists includes a sequence of four main ideas: a) Society is hopelessly corrupt; b) the university works for Society; c) hence the university as it exists must be destroyed and a new "critical" university must be created; d) the critical university will be the tool for the revolution which will establish the New Left type of Communist regime.³

One of the ways which they hope will help in achieving these aims is the "syndicalist" attitude of extremists. Students are considered as workers, while staff and administration are considered as bosses. This play implies the eventual creation of a common front with trade unions, and hopefully the use of this common front as a tool for revolution. An interesting feature in Quebec province is the attitude with regard to separatists, as shown by a panel held at a CEGEP demonstration last Fall: "Pas de séparatisme, car nous détruirons Québec et Ottawa" (No separatism, for we shall destroy the Quebec and Ottawa governments). Last Fall, in the course of the sit-in by political science students, a Montreal journalist asked one of the extremists why they wanted parity on the Appointment Committee of the Department. He was told that the students with the help of leftist staff members could build up a Marxist Department (a step which is contrary to the concept of a Pluralist University which, as outlined above, should be free of any political or religious allegiance).

One may well wonder how individuals with such extreme views manage to get elected at so many of our Canadian universities. One opinion is that students are very susceptible to the passionate, self-confident talks of extremists. Nevertheless, at an election last Spring, the extremists were elected with about 1800 votes only, out of nearly 15,000 students. Hence, one reason for their success is that neutral students do not bother to vote. Another reason is that, in the course of the elections, only issues likely to attract the sympathy of moderate activists are mentioned.

3) Several points of view of staff

The members of the staff are kindly scholars who have not fought in the rough and tumble of business, but have lived amongst men whose main preoccupation has been to solve theoretical problems. In the past, all of them could work together as gentlemen, trusting each other in the conviction that anyone from conservative to communist was doing his utmost for the good of the university.

With the rise of the activists, all this is changing. Some tension has arisen between staff members with different

³Radical activists at the universities of Michigan, California and Wisconsin, and at San Francisco State College, some of the angriest campuses in the nation, concede that student power is to them a weapon in a wholesale revolt against what they consider a "corrupt" society . . .

"Actual participation in university decision-making, or student power, is only a means to an end," says Bruce Kahn, president of the Student Government Council at Michigan. (Excerpt from "The Campus Militants", Earl Gottschalk in The Montreal Star, February 17, 1968).

views; and this tension is not conducive to the objectivity required for scholarly work.

Moreover, there is confusion and bafflement as to the attitude to take with the extremists. The demands of the extremists seem so utterly ridiculous that most staff members feel that they cannot possibly mean what they say. Any professor who understands the intricacies of a university can hardly believe that student leaders are serious when they speak of taking control. As a result, when the editor of the McGill Daily (quoted in the Montreal Star November 27, 1968) says that the role of his journal is to "assist in the destruction" of society's business-oriented ruling elite, or when another invites students to "revolutionary action", the staff members do not take these words seriously and attribute them to youthful exuberance. The fact that Paris students almost succeeded in carrying out a revolution has changed the minds of only a few of us. It seems that most members of the staff are not prepared to face the fact that the extremist students—with the help of some professors—are working day and night to take over the university and use it as a tool to carry out a revolution.

Let us try to understand that unprepared Faculty attitude. We staff members spend our lives teaching students; and the vast majority are nice young men and women. We like them and want to be liked by them. We are, therefore, inclined to take sides with them, even when they are led by extremists. Furthermore, the extremists claim that they are "riding the wave of the future". After all, do we not all want to be part of the wave of the future?

In practice, the staff members persuade themselves that the demands for "student power" simply represent an authentic desire to participate in improving the university.

Let us for instance consider the request for "open" meetings of the McGill Senate. Most staff members accepted humbly that the students were giving them a lesson in democracy. In fact, the members of the staff as well as the moderate activists realize that there are substantial advantages to keeping meetings open. We had not clearly realized, on the other hand, that there were also dangers. Whereas at the last few meetings of the Senate, there were only about a dozen people in the galleries, the situation was different at the meeting of January 22nd, when the extremists wanted to pass a resolution supporting the impending provincial teachers strike (an activity which I must point out does not fall within Senate's immediate responsibilities). They took it upon themselves to invite a respectable trade union leader to address the Senate, without warning the administration of the university. When Senate members arrived, the galleries were full of students who were apparently extremists. It seems that their massive presence and the occasional loud noise were intended to pressure the Senate into passing their resolution.

Similarly, while Senate had decided that committee meetings in which confidential matters were discussed would be closed, some extremists broke into a room where the Nominating Committee of Senate was to meet on January 24, 1969, to select the Committees for the choice of several Deans, including the Dean of Arts and Science. In an editorial in the McGill Daily of January 27th, one extremist indicated that this move was designed to block the re-election of the incumbents and that, whenever necessary, "other than normal channels will be used." However, breaking into the meeting room was effective only to the point that, under

duress, the Committee voted 6-4 to open the meeting. In any case, one is now justified in wondering if the insistence of the extremists on open meetings was in order to obtain the means to force their opinion on Senate's decisions rather than increasing democratization.

Briefly then, extremists know what they are doing, while most people assume that they cannot really mean it. Hence, they are in a position to precipitate a crisis and to define the rules according to which it is to be played out. In particular, they know that, if the police are called to the campus to stop any violence on their part, both the student body and the staff might come to their defence, as happened at Columbia University in New York last year.⁴

4) What does the future hold?

The real danger of the extremists is that, in increasing freedom, we run the risk of losing the very freedom which we wish to defend. If inflation were to continue and unemployment to grow, the threat of a united front of students

'WHO GOVERNS THE UNIVERSITY?

These youngsters, organized in the Students for a Democratic Society (S.D.S.) are acting out a revolution—not a protest, and not a rebellion, but an honest-to-God revolution. Their intention is to seize control of the university, destroy its present structure, and establish the "liberated" university as the rebud from which to storm and overthrow "bourgeois" America.

The whole thing is utterly absurd, of course. Indeed, its very absurdity gives these students a formidable, if temporary, advantage. Because they are such a small minority no one—not the faculty, not the parents, not the administration, not the press, not the civil authorities—can take this revolutionary enterprise seriously. So the instinctive reaction is to interpret literally the students' "immediate demands". The adults persuade themselves that the demand for "student power" represents an authentic desire to be more intimately involved in, and integrated with, the university community. The S.D.S., in contrast, with a frankness that would be commendable were it less paranoid in substance, explains to all who will listen that "student power" is simply the first stage on revolution's way, that "immediate demands" will proliferate until the university has been transformed into a revolutionary institution.

Since the student radicals know what they are doing, while everyone else assumes that they can't really mean it, the radicals are always in a position both to precipitate a crisis and to define the rules according to which it is to be played out. They know that, if the administration is forced to call in the police, and if just enough resistance is offered to ensure some bloody heads, both the student body and the faculty will feel impelled to come to their defence.

American professors, like American parents, want desperately to be popular among their youthful charges. It is as difficult for a professor to assume an adversary posture toward "his" young people as it is for a parent—and this regardless of how unruly, disobedient, and offensive the young people are. A professor, after all, has to "live with" his students in a way that a dean or college president does not. So the first reaction of the faculty to a student rebellion is to criticize the administration.

Meanwhile, the radical students will be able, as the only force on campus that knows what it is doing, to impose their will, even though in numbers they constitute only a small fraction of the student body. It is as clear as can be that the American university is in a major constitutional crisis, and what chaos will extend its sway until a new answer is proposed to the eternal political question: Who governs? (Excerpts from Editorial from FORTUNE, June 1, 1968).

and workers could materialize. And here, in the Province of Quebec the nationalistic and socialist movements might easily take on fascist overtones.

As far as students are concerned, what do we need ideally?

1. An intellectual leader would be welcomed by many of the young. Remember their enthusiasm last year for Senator McCarthy. Could Trudeau or some other leader inspire the young to devote themselves to improving city slums, to building up the Canadian Arctic or to any other worthwhile social work? However, intellectual leaders are hard to come by; we may need to work out solutions without benefit of inspiring individuals.

2. Rules of conduct must be accepted and enforced by youth. Students have to rediscover values which will add to or replace the traditional ones. What can the members of the staff do here? It is true that staff members often help young men and women individually, but we have been unwilling to establish formal rules which are not our function.

The extremists have no such compunction about telling the young what to do. They have provided a whole set of rules for living. But their ethic is mainly permissive, e.g. sex freedom with no more marriage bonds; relativity of truth; they feel strongly about curing social ills and preventing war (but their contribution to peace or to helping poor and negroes has mainly been to talk about it).

The moderate activists are ideologically confused and they too are infected with permissiveness. Let us hope that a philosopher may arise who will sweep away the ethics based on the oracles of penny prophets. Our students need to work out rules which will allow them to lead an orderly, productive and, as a result, happy life.

And, in the immediate future, what is to be done?

1. The staff of this and other universities have accepted the principle of student participation in university affairs. But this does not mean that the staff should abdicate any of their responsibilities. While students play a useful role on some committees, others are the responsibility of the staff. I, for one, believe that it is the prerogative and duty of the staff to recommend appointments and make major decisions on curriculum, keeping in mind only the goal of excellence.

2. Firmness is essential on the part of the staff.⁵ Essentially, the university has two goals: making knowledge progress by research and passing the knowledge on to others by teaching. These responsibilities must be carried out in full. The staff must stand together to uphold these responsibilities.

In concluding, it may be appropriate to direct to staff members and students the famous statement of Thomas Mann: "Opinions could not survive if one had no chance to fight for them." The Pluralist University is worth fighting for.

Professor Leblond is chairman of the Department of Anatomy and a member of Senate.

⁴On the other hand we should be careful not to turn over to students that which must rightly remain with the faculty. When in Lima, Peru last Christmas, I learned from Dr. Carlo Monge that the medical faculty of the main university resigned to a man a few years ago and set up a new medical university because they refused to allow organized student pressures to determine curriculum, teaching and research methods. (Excerpt from letter from Dr. Trevor Lloyd, Department of Geography, McGill University).

²Never, and nowhere, have the opportunities and the fruits of learning been so widely available, so widely utilized, and so widely appreciated . . .

Our university system has brought higher education to 50 percent of our young people (in the U.S.A.). Why not 100 percent? Why are some problems still unsolved? . . .

Because higher education has been so successful in so many areas, it is now said to be a colossal failure because success is not yet visible in every sphere of human concern . . .

Imperfections there are. It is hard to keep pace with a rapidly changing world. These imperfections are going to be cured—not by wrecking but by improving the structure which carries the torch of learning, the torch of civilization, on the future generations. (DuBridge, Lee A., Can Success Be the Cause of Failure?, Science, Dec. 1968, Volume 162, Number 3859).

forum

Please send all contributions to: FORUM
McGill Reporter, Rm. 630, Administration Building

An educational alternative for your children

TO THE EDITOR: As we are all well aware education—its structure, goals, methods etc.—is in ferment. While the various arms of the university octopus flail away at each other, those of us who have graduated are faced with a slightly different problem—i.e. the education of our elementary school age children.

While some of the public schools have managed to incorporate new math and a somewhat more humanistic and creative approach into their programmes, just as many—(far more, in fact)—are still run along hopelessly archaic lines.

Having struggled with this problem for four years now—this year our answer was a private tutorial arrangement—we have now concluded that the forming of a school is in order. Nothing else will do.

What we have in mind is a co-operative venture, and we are eager to meet and talk to anyone with ideas, enthusiasm, children, and a conviction that

children can be taught in an interesting and imaginative fashion: that grades are destructive on the elementary level; that each child's interests and potentials should be explored; that learning can be, should be a joyful process of constant discovery; that thinking and absorption of concepts are basic necessities to the learning process—and must be put before facts, figures, dates, tests etc. etc.

We are anxious to hear from any who are interested and/or wish to participate in such a venture—children, parents, teachers, reformists—all are needed! Primarily we want to get on with the task of forming a school, so please get in touch with us.

Write or phone.

Victoria Palmer,
R.R. 1 Hemmingford
826-4207
OR: Contact Dan Palmer—
845-4017



Reaction to high school "scale"

TO THE EDITOR: Some weeks ago while reading the *McGill Daily* I noticed a very prominent (6 inches by 6 inches) advertisement which appeared in the entertainment section of the paper. The advertisement was in the form of a multiple-choice test and was set up in the following manner:

There are two kinds of student (check one)

- (a) those who hate high school
- (b) those who hated high school when they were there

It then went on to suggest that there were ways by which the "subservient and degraded status of the student" could be rectified—primarily by the development of a newspaper which would provide the means whereby student problems could be identified and articulated. The advertisement was apparently sponsored by the McGill Students' Council since it appeared above the name of Ian Hyman, Vice-President (External Affairs).

Unfortunately, no reference was made to the sample of the population upon which Mr. Hyman based his assertion that all students either hate or hated high school. Presumably some type of survey was made since it is unlikely that a responsible body like the Students' Council would make such an unequivocal statement unless it were based upon an examination of student opinion.

I was somewhat surprised at the results of Mr. Hyman's survey since it appeared that no one in the sample indicated a favorable or even a neutral attitude toward his high school experience. Educational institutions at all levels are being subjected to widespread criticism, but it is odd that Mr. Hyman's study failed to uncover even one student who did not conform to the current anti-establishment syndrome. Suspecting that the situation was not quite as clear-cut as Mr. Hy-

man implied, I decided to replicate his survey using a different sample—the freshman classes in the Faculty of Education. A simple attitude scale was prepared and administered to 269 first-year students. This sample constituted 85% of the first year registration.

The students were asked to indicate their reaction to high school by marking a position on a nine-point continuum. The nine reference points were as follows: very very negative, very negative, quite negative, mildly negative, neutral or indifferent, mildly positive, quite positive, very positive, very very positive. The students were asked to think of their reaction to high school in general rather than in terms of a particular teacher, school subject, or other factor which they particularly liked or disliked. The scale was administered to large groups of students at one time and anonymity was further guaranteed by the absence of name or any other identifying marks on the students' papers. The results of the survey are shown in the following table:

Distribution of responses to the "Reaction to high school" scale

RESPONSE	FREQUENCY
Very very negative	3
Very negative	6
Quite negative	22
Mildly negative	26
Neutral or indifferent	29
Mildly positive	55
Quite positive	81
Very positive	33
Very very positive	14
TOTAL	269

In contrast with Mr. Hyman's sample, the responses from this group of

students covered the entire range from very very negative to very very positive. The modal response—quite positive—would indicate that the high school life of these students was not an unmitigated disaster but that some actually enjoyed the experience. The results can hardly be attributed to the nostalgic influence of the "old oaken bucket" phenomenon since virtually all of the students had graduated from high school only a few months before the survey was undertaken. It might be argued, of course, that from Mr. Hyman's point of view the people involved in this study could not strictly be classified as "students" since (a) they are under 21 years of age, (b) they are registered in a full year's academic programme which involves a daily schedule of lectures, seminars, and laboratory periods, and (c) they are taking a programme which leads to a specific vocational goal. In spite of these restrictions, they are registered

at McGill and hence represent a segment of the University's population.

It is not my purpose in this letter to discuss the validity of the findings of this survey nor to analyze the attitudes expressed by the students. Frankly, I am surprised at the results for, as a member of the academic establishment, I am not unaware of the flaws in our educational institutions. I suspect that my own reactions are more critical than those of the students.

I do feel, however, that Mr. Hyman is somewhat arrogant in his assumption that all students have attitudes identical to his own, and I fail to see how the blatant misrepresentation evidenced in the "Daily" advertisement can strengthen his cause.

J. E. M. Young
Professor of Education
Faculty of Education

Ombudsman for McGill

TO THE EDITOR: Like most institutions of higher learning here and abroad, McGill is going through a period of massive unrest which often culminates in violent confrontations between students and administration. We must expect these to continue, and should look for ways of minimizing their severity.

One way which has been tried with success is that of the academic ombudsman. Michigan State University has had one now for more than a year and, according to Professor Russel Nye of that University who was here recently, it has worked very well. (classical tour) and \$999 (with Greek island tour) per person. Contact Jost Travel, 5050 de Sorel for further details.

The ombudsman should be a man of mature years and wisdom, perhaps with some legal training, who is completely accessible to students and faculty and who has immediate access to the Principal and other high administrative officers. He can investigate complaints, initiate discussion, and mediate in conflicts. He must of course be given the kind of job security that would minimize the perils of his post, and also be provided with some staff in order to do research on some of the more deep-seated and complex problems that McGill will have to face in the future.

Yours truly,
Peter Buitenhuis
Professor of English.

campus

DAWSON COLLEGE FINDS SITE

As we now know, Dawson College, Montreal's first English-speaking CEGEP will be in the former C. E. Frosst building in Westmount.

The building, which goes back to 1926, has four floors comprising some 170,000 sq. feet. It is already equipped with modern laboratories.

Dawson College will be inviting applications for 1969-70 shortly and reports the receipt of close to 400 unsolicited inquiries or formal applications.

Dawson's curriculum is now in its third stage of a 5-stage development. Forty-two basic patterns of study—with variations which have not yet been counted, including both pre-university and technological concentrations—have been mapped out

within the general framework of the college programme designed by the Department of Education in close collaboration with the universities.

Five senior administrative appointments have been made and six senior teaching appointments are scheduled for early March. At least 40 per cent of staff appointments, most of them effective in September, are scheduled for the month of March.

Renovation of the interior of the new quarters will begin on June 22. For all or part of the 1969-70 year Dawson College will use facilities of Sir George Williams University and at least one French language CEGEP.

McGILL FACULTY OF NON-URBAN RESOURCES?

On Friday last, the Faculty of Agriculture received a proposal for the devel-

opment of Macdonald College into a world centre for the study of life and living in non-urban areas. Such a faculty would incorporate all agricultural studies and other disciplines associated with the conservation, development and redevelopment of the countryside. From what we understand, however, it does not include mining technology, although presumably it does include forest management, fisheries, and anti-pollution technology. We will be very interested in hearing much more about this fascinating idea.

TOUR OF ISRAEL AND GREECE

The McGill Society of Montreal has lined up a tour of Israel (13 days) and Greece (7 days) with departure on May 4, return on May 25. The all-inclusive fare is \$899 (with Greek

classical tour) and \$999 (with Greek island tour) per person. Contact Jost Travel, 5050 de Sorel for further details.

A SCIENCE POLICY FOR CANADA

A week-end of discussion between scientists and the general public to explore the ways in which science and technology can be harnessed to national goals will take place at Toronto's University of St. Michael's College, February 28 to March 2. It is being sponsored by the Canadian Institute on Public Affairs and the CBC (the 15th Winter Conference).

The Conference will be structured to provide for both general discussion of the principles of a science policy in the plenary sessions, as well as smaller specialist workshops to deal with the specific areas recommended by the

Science Council for "mission-oriented major programmes".

To register apply to Canadian Institute of Public Affairs at 228 Bloor Street W., Toronto 5, Ontario. Registration fees are \$5 for students, \$15 for CIPA members and \$20 for non-members.

Will quality lose out to quantity?

by Steven Freygood

After attending several months of student concerts at Redpath Hall, it has become apparent to everyone that McGill could have a first rate North American school of music, but only after a complete reappraisal of the administration and curriculum of the Faculty of Music. In the six years I have attended McGill, the Faculty has grown three or four times in size and added three new buildings. When I first arrived the Faculty was located in an old rooming house where we were forced to wear coats and hats to class during the winter and developed a real community spirit huddled about an electric heater in the basement. We were too cold and discouraged to think about student power. Although the Faculty has grown considerably this rapid growth has resulted in a confusion of aims and a fierce interdepartmental rivalry which has left the students to fend for themselves. Certainly entrance requirements appear flexible; a student may audition or show his qualifications on paper, but in either case the standards are so vague that far too many students are out of their depth by the end of the first year. Most students

take seventeen or eighteen hours of courses each week without the slightest idea of the relative value of each course. In other words a sophomore begins to fail because he missed an essential course in his first year (or more likely, barely passed it). Since these are only vague prerequisites, it is conceivable that a student might finish his fourth year and find that he still needs three courses which must be taken in sequence. At the same time this student might be an excellent performer.

Now it seems to me that music students have left the problem almost entirely in the hands of the faculty, trying to ignore any responsibility for their own professional training. Last year student concerts degenerated to the point where they were given in the ballroom of the student centre to audiences of forty or fifty. This year students are able to present themselves to a large and critical public every Friday night but still they will not examine the changes in curriculum necessary to produce concerts which are valuable both to the public and the student. To spend two or three rehearsals preparing a concert may result in a competent performance but will not give the student any insight

into the music. Most ensemble copers are content to become short-order cooks. This year I noted that the McGill brass quintet gave the most musical if not the most technically proficient performance in public. This is what student ensembles should strive for. This aim can only be achieved if ensembles can devote more time to rehearsal and if more ensembles can be added to the regular curriculum. As the course load increases for the student, he is subject to a law of diminishing returns. (The psychology department has recognised this in setting up its course requirements).

The "Little Baroque Programme" given two weeks ago was a typical example of a performance that was barely scraped together. Individually, several performers stood out. John Whitelaw gave a valiant attempt to conduct his motley crew from the harpsichord; Ellen Cash, who is only seventeen, gave a very charming performance of the Telemann Sonata in F for recorder; David Gordon, tenor, was both technically good and musically sensitive, with a voice both strong and flexible. The program chosen by Mr. Whitelaw was both varied and unusual; it is unfortunate

that the stage, placed to provide an intimate atmosphere, proved to be in an acoustically bad position. In all the works balance was poor because of the unavailability of Redpath Hall for rehearsals.

The first work, two madrigals by Monteverdi, would have been much better if the vocal trio had been more uniform, or even if they had worked together longer. David Gordon is an experienced singer with a supple voice well suited to this type of music. Jim Hutchinson is a baritone with a voice which is powerful but rather heavy, and Joy Macurdy was giving her first public concert, a self-conscious position which greatly reduced the effective range of her voice. She did however, show her voice to better advantage in a Couperin motet later in the program. Although it was not obvious the trio was having difficulty following John Whitelaw at the harpsichord.

"Fill mi, Absolom!", King David's lament for his dead son, was set by several composers in the Renaissance and Baroque. It is the classical example of paternal grief and the Schuetz is by far the most dramatic version. While I am a great admirer of Mr. Hutchinson's voice, his David was

more stentorian than grief-stricken. He tends to use his voice as a sort of bludgeon rather than a fine tool for forming a musical line. He might also do well to pay more attention to text. (It is the lack of interest in text which I most resent about the so-called "Golden Age" of art song.) The brass and string group gave a very musical performance although they, too, were only assembled for the concert.

The Telemann Trio sonata for flute, oboe, and harpsichord was given a solid, if not terribly exciting performance. After this work, John Whitelaw played from François Couperin's fourth book for clavecin. The most striking feature of French keyboard music of the period was the great liberty taken with meter and ornamentation. Without careful control this character of style can easily degenerate into a meaningless affectation. In general Whitelaw was relaxed yet coherent. At many points, however, he should have remained closer to the original meter since the musical line was not always clear.

In the Motet de Ste. Suzanne, (also by Couperin) Macurdy, Gordon, and Hutchinson sounded more like a trio, with some moments of real beauty.

About all that can be said for the

performance of the Buxtehude "Magnificat" by the Schola Cantorum is that the string players gave a very creditable performance. All the singers in this group are voice students and the group was small enough to be easily managed yet the overall effect was flat and lifeless. The work was treated in a homogeneous, plodding manner which has driven many of us away from an interest in Baroque music. Every line was limp like sausage, with an overall rhythm that dragged forth relentlessly, coming finally to a grinding halt. Whitelaw conducted his ensembles with a great deal more vitality and flexibility.

Although the Faculty of Music must adjust its curriculum to match the great interest students are showing in chamber music, it can boast of one feature shared by very few American music schools. There are 255 undergraduates and 95 teachers. No American university offers this individual tuition so necessary for the training of an artist. Though the music faculty and curriculum are greatly in need of reorganisation, let us hope that the Faculty of Music does not become the paragon of efficiency and mass education proposed by so many of today's administrators.

coming events

17 FEBRUARY TO 24 FEBRUARY

Send notices, photos, of Coming Events to: Joy Macurdy, 392-5306, Information Office, McGill—by Tuesday, 5 p.m., one week in advance.

MONDAY 17

I AM COMING FROM CZECHOSLOVAKIA: By Maruska Stankova. Poetry, music, literature of Czechoslovakia illustrated with mime, slides, film, 12, 12:40 and 1:20 p.m., Instant Theatre, Place Ville Marie. Admission \$1. Students 75¢. Information: 878-2589.

INTRAMURAL BROOMBALL: Elect 4 (Engineering) vs. Anarchists (Arts), 1 p.m., lower campus.

A CRITICAL APPRAISAL OF DEVELOPMENT POLICIES: Centre for Developing Area Studies seminar with Prof. T. Scitovsky (Yale Univ., Dept. Economics), 2 p.m., Leacock Council Room.

YELLOW DOOR COFFEE HOUSE: Ronney Abramson, songwriter and singer. 8:30 to midnight. 3625 Aylmer. To Feb. 19.

THE ART OF FUGUE: Orchestral version by Leonard Isaacs of J. S. Bach's work. McGill Chamber Orchestra. 8:30 p.m., Port Royal Theatre, Place des Arts.

VERDI REPERTORY CINEMA: "Jules et Jim," and "The Bride Wore Black," by François Truffaut, starring Jeanne Moreau. In French with English subtitles. 99¢ until 5 p.m., Monday thru Saturday. 5380 Boul. St. Laurent. Information: 277-4145.

TUESDAY 18



Pierrette Alarie, soprano, sings Friday night in free concert sponsored by Radio Canada, at Salle Claude Champagne.

THURSDAY 20

THIS IS IT: Revue. Instant Theatre, Place Ville Marie, 12:00, 12:40, 1:20 p.m. Information: 878-2589.

INTRAMURAL BROOMBALL: Scientists (Science) vs. Neo-Asclepians (Medicine), 1 p.m., lower campus.

NEWTON & GOD, THE CLARKE-LIEBNITZ CORRESPONDENCE: Lecture by Prof. E. L. Priestley (Univ. of Toronto). Sponsored by the Canadian Society for the History and Philosophy of Science and the Dept. of English. 5 p.m., Leacock Council Room. Further information: 392-4996.

WINTER CARNIVAL: Hockey Game, McGill vs. U. of M., Winter Stadium, 7 p.m. Dance in Union Ballroom, 10:30 p.m. Further information: 875-5510.

KEITH CALLARD LECTURES: "Foreign Aid and the Politics of Planning," lecture by Dr. Raj in the Indian Planning Experience series. 8 p.m., Leacock Council Room.

NFB PUBLIC SCREENING: "City Out of Time," (Colin Low, 15 min., color). "Parcs Atlantiques," (18 min., Denys Arcand, color). "5,000 Miles," (Rex Tasker, 20 min., color). "La Flottille Blanche," (Hector J. Lemieux, 14 min., color). "The Voyageurs," (Bernard Devlin, 19 min., color). "Escale des Oies Sauvages," (Jean Dansereau, 10 min., color). Botanical Gardens Auditorium, 4101 Sherbrooke St. E. 8 p.m. Admission free. Information: 879-4323.

SGWU CONSERVATORY OF CINEMATOGRAPHIC ART: "A Chump at Oxford," (Laurel and Hardy, 1940, USA) and "End of Innocence," (L. Torre Nilsson, 1956, Argentina). 8 p.m., Hall Building.

STUDENT RECITAL: Ecole de Musique Vincent d'Indy. 8 p.m., Salle Claude Champagne.

THE SYDNEY OPERA HOUSE: Architecture lecture and film by Prof. John S. Gero (Univ. of Sydney, Dept. of Architectural Science, Australia). 8:30 p.m., Room 9, School of Architecture.

YELLOW DOOR COFFEE HOUSE: The Southern Ramblers—songs from their new album, "Blue Grass Fire." 8:30 p.m. to midnight. 3625 Aylmer. To February 22.

VERDI REPERTORY CINEMA: "Tom Jones," and "The Knack," (Richardson, Lester). Original English versions. 99¢ until 5 p.m., Monday thru Saturday. 5380 Boul. St. Laurent. Information: 277-4145. To Feb. 23.

FRIDAY 21

WINTER CARNIVAL: Ski day up north at Belle Neige in Val Morin. Busses from Roddick Gates, 8:30 a.m. Coronation Ball, Union Ballroom. Lights by Luci, music by the Paupers, Energy, and Cannaballie. 8:30 p.m.

MIGUEL GARCIA—FLAMENCO GUITAR: Instant Theatre, Place Ville Marie. 12:00, 12:40, 1:20 p.m.

CONCERTS PUBLIC DE RADIO CANADA: Pierrette Alarie, soprano. 8:30 p.m., Salle Claude Champagne, 200 Bellingham Rd. Admission free. 868-1882.

WOMEN'S ICE HOCKEY: McGill at McMaster.

WOMEN'S INDOOR TRACK & FIELD: McGill at U. of M.

WRESTLING: OQAA at McGill.

SWIMMING: OQAA at McGill.

SATURDAY 22

LE JEU DE L'AMOUR ET DU HASARD: By Marivaux. Open to students and educators only. Théâtre du Gesù. Reservations, 866-1964.

MUSEUM OF FINE ARTS: Film—"Rembrandt," 2:30 p.m.

WOMEN'S SKI MEET: McGill at Middlebury College.

CLOSELY WATCHED TRAINS: Academy Award film 1968. 6:30 and 9 p.m., PSCA. 75¢.

WINTER CARNIVAL: Judging of the snow sculptures. Finals of Debating Tournament. Monte Carlo Night—featuring Harrison Tabb, the Body of Soul, and Kenny Hamilton and the Soulmates. 8 p.m.

HOCKEY: McGill at Queen's, 8 p.m.

BASKETBALL: McGill at Queen's, 8:15 p.m.

SUNDAY 23

UNDERGROUND FILM CENTRE: The films of Andrew Noren. "My films are songs in praise of the sun, that goofy fireball, and of its flesh-creatures drifting through space. Our eyes and brains are inventions of the sun and are made of the sun's meat. We are exiled but it will draw us back to it like the mother that it is." 2, 4, 6, 8, 10 p.m., Revue Theatre, Maisonneuve and St. Marc. 523-2816.

THE MESSIAH (PART II): By George Frederick Handel. Erskine & American Church Choir under the direction of Wayne Riddell. 4:30 p.m., Ontario and Sherbrooke. Admission free.

BETHUNE: Award-winning NFB documentary on the life of Dr. Norman Bethune, who served with the Loyalists during the Spanish Civil War, and with the Chinese during the Sino-Japanese War. 7 p.m., Augustana House, 3483 Peel. 844-7602.

BREAKDOWN: An NFB presentation dealing with schizophrenia and what a sensible attitude is towards mental illness. Discussion following with Dr. Colin Angliker, psychiatrist. Sunday Evening Club, Church of St. Andrew & St. Paul, Kildonan Hall, 3419 Redpath St. 7:30 p.m. Admission free.

LAKME: CBC Opera Series, concert opera. With Colette Boky, Jean-Louis Pellerin, Fernande Chiochio and Roland Gosselin. Salle Claude Champagne, 8:15 p.m.

SCHUBERT PIANO COMPOSITIONS FOR FOUR HANDS: Concert by piano duo Lieselotte Gierth and Gerd Lohmeyer. 8:30 p.m., Goethe House, 3418 Drummond. 849-2244.

FESTIVAL OF JEWISH FILMS: "Green Fields," by Peretz Hirshbein. Sponsored by the Jewish Public Library of Montreal. SGWU, Hall Bldg. 8:30 p.m. Admission \$1.50, students 75¢.

MONDAY 24

INTRAMURAL BROOMBALL: Brutes (Arts) vs. Grads (Graduate Students) 1 p.m., lower campus.

CLAUDE ST. DENIS—MIME: Instant Theatre, Place Ville Marie. 12:00, 12:40, 1:20 p.m. 878-2589.

VERDI REPERTORY CINEMA: "Blow Up," and "The Red Desert," by Michelangelo Antonioni. 99¢ until 5 p.m., Mondays thru Saturdays. 5380 Boul. St. Laurent. Information: 277-4145.

FINNEGAN'S WAKE: Film of Joyce's work. (Dir. Mary Ellen Bute, 1965, USA). Dept. of English presentation. 6:30 and 9 p.m., Leacock 132. 75¢.

WINTER CARNIVAL: Carnival Concert at Place des Arts, featuring the Fifth Dimension. 8:15 p.m.

STUDENT RECITAL: Ecole de Musique Vincent d'Indy. Thomas Green, piano—Prokofiev. Claire Naud, piano—Schumann and Ravel. Nicole Lefebvre, organ—Handel, Sowerby. Louise Beaudoin, soprano—Lulli, Schubert, Jacques de la Presle, Debussy. 8:30 p.m., Salle Claude Champagne.

RADIO MCGILL

DAILY, FEBRUARY 17-21 (ON CAMPUS)

News: 20 minutes after every hour.

Insound Highlights: 12 to 2 p.m.—light listening music. 4 to 6 p.m., mixed bag of folk, rock, and jazz.

SPECIAL INSOUND FEATURE PROGRAMS

Saxophone Concert: Live recording of the McGill Saxophone Quartet. 4:30 p.m., Tuesday, February 18.

Ronnie Abramson and the Time Company: Live recording of this exciting local folk group. 4:30 p.m., Wednesday, February 20.

Sports: Carnival Hockey Game. U de M and McGill battle it out for the annual Birks Trophy. Thursday, February 20.

SATURDAY, FEBRUARY 22

Saturday Night Bash: Jim Barbour plays the latest in rock and soul. 9 p.m. to 1 a.m.

SUNDAY, FEBRUARY 23 (ON CFQR-FM, 92.5 MEGACYCLES)

10:00 p.m.: Radio McGill returns again with another two hours of News, documentaries, discussions, pithy comments, rock, folk, and jazz.

Bryant's Bag: the music of Morton Feldman—American manufacturer and composer.

Uncensored Version: The third in a series of programs dealing with the contemporary high school problem. The fight and confrontation for high school reform.

Photography Contest

The McGill Photography Club is sponsoring a photography contest and exhibition to be held during the week of March 10. Complete rules and entry forms are available at the switchboard in the University Center.



EDITOR: HARRY E. THOMAS

ASSOCIATE EDITOR: JEAN-LOUIS ROY,

FRENCH CANADA STUDIES PROGRAMME

DESIGN AND PRODUCTION: EINAR VINJE

PHOTOGRAPHY: CHRIS PAYNE (UNLESS OTHERWISE CREDITED)

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INFORMATION OFFICE:

Albert A. Tunis, Director; H. E. Thomas, Suzanne Côté, Margot Gibb, Beverley S. Bie, Gordon Thomson (Macdonald College), Robert Reid, Einar Vinje, and Chris Payne.

NOT ENOUGH ROPE: Comedy by Elaine May. Instant Theatre, Place Ville Marie. 12:00, 12:40, 1:20 p.m. Information: 878-2589.

SGWU GALLERIES: Gallery I—Sculptures by Claire Hogenkamp. To March 10. Gallery II—Drawings and Small Paintings by Tom Forrestall. To March 1.

MUSEUM OF FINE ARTS: Lecture—"Art of the Congo," (members only) 10 a.m. Film—"Rembrandt," 12:40 p.m. Guided tours—"Rembrandt and His Pupils Exhibit," 7:30 and 8:30 p.m. Film—"Vidas Secas," by Nelson Pereira Dos Santos. French subtitles. 6:30 and 8:30 p.m.

WINTER CARNIVAL: Opening ceremony at University Centre, 12:15 p.m. Fashion show by Eaton's, Union Ballroom, 1:15 p.m. Information: 875-5510.

INTRAMURAL BROOMBALL: Dents (Dentistry) vs. Witches (Commerce) 1 p.m., lower campus.

WOMEN ASSOCIATES: French Conversation Group, 2 p.m., Peterson Hall, 3460 McTavish. Further information: 731-7021.

PROTAGONISTS AND MEMBRANE FUNCTION: Biochemistry Dept. Seminar with Dr. L. Wolfe (Montreal Neurological Institute). 5 p.m., Palmer Howard Theatre, McIntyre Medical Bldg.

MONTREAL NEUROLOGICAL INSTITUTE MEETING: Dr. M. Low (U. of B.C., Dir. of Dept. of EEG, Vancouver General Hospital) 5 p.m., MNI Amphitheatre.

HILLEL HOUSE: Drama Class, 8 p.m. 845-9171.

NANOOK OF THE NORTH: Cinematrix series. (Robert Flaherty, Canada, 1922). 8 p.m., Leacock 132.

MONTREAL FOLK WORKSHOP: Guest Bruce Murdock, contemporary folk songs. 9:15 to 9:45 p.m. and 10:45 to 11:15 p.m. Performers from audience. 8:30 to 9:15 p.m. and 9:45 to 10:45 p.m. Moose Hall, 3485 Park Ave. 75¢.